

SB664 K - 5 Guiding Themes and Questions

KINDERGARTEN

Identity, rules, and fairness

SB664 Core Concepts	Oregon Social Science Standards
(b) Develop students' respect for cultural diversity and help students gain insight into the importance of the protection of international human rights for all people;	K.1 Explain why rules reduce conflict and promote fairness
(d) Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat misinformation, indifference, and discrimination through tools of resistance such as protest, reform and celebration;	K.2 Use and identify respectful dialogue, taking turns, and explain how rules are different in different settings
(f) Enable students to understand the ramifications of prejudice, racism and stereotyping;	K.3 Describe roles of self and family members
	K.10 Locate, identify, and describe places of importance to self, family, school, and culture.
	K.14 Identify "change-makers," those that change things that are not fair and those that make the world better
	K.17 Make connections (similarities and differences) between self and others.
	K.17 (ES) Make connections identifying similarities and differences including race, ethnicity, culture, disability, and gender between self and others.
	K.19 For a given problem find a solution that demonstrates fairness and empathy.

What is an identity? What makes me, me and you, you? How are you similar and different from the other people in your class? How can we respect each others' differences? What can we learn from each others' differences? How can our identity change over time?

What is the purpose of rules? How are rules made? Who enforces rules? What makes a rule unfair? How do you feel when a rule is unfair? What happens when rules are not fair? What are examples of other people who have resisted and tried to change unfair rules? What can you do when a rule is unfair?

FIRST GRADE

Community, diversity, culture, ethnicity, traditions, power, equity, and equality

SB664 Core Concepts

- (b) Develop students' respect for cultural diversity and help students gain insight into the importance of the protection of international human rights for all people;
- (d) Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat misinformation, indifference, and discrimination through tools of resistance such as protest, reform and celebration;
- (e) Provide students with opportunities to contextualize and analyze patterns of human behavior by individuals and groups who belong in one or more categories, including perpetrator, collaborator, bystander, victim and rescuer;
- (f) Enable students to understand the ramifications of prejudice, racism and stereotyping;

Oregon Social Science Standards

- 1.1 (ES) Describe the responsibilities of leaders and team members and **participate in the creation and following of rules for group activities**
- 1.2 Apply civic virtues (such as equality, freedom, liberty, respect for individual rights, equity, justice, and deliberation) when participating in school settings (such as the classroom, cafeteria, playground, assemblies, and independent work).
- 1.4 (ES) **Define equity, equality, and systems of power.**
- 1.12 *(ES) Describe how individual and group characteristics are used to divide, unite, and categorize racial, ethnic, and social groups.**
- 1.6 Describe ways people celebrate their diverse cultural heritages in the community.
- 1.11 *(ES) Identify, affirm, respect, and explain the diverse cultural heritage, songs, symbols, and celebrations of my community and the diverse social and ethnic groups in Oregon and the United States of America.**
- 1.13 Understand, affirm, respect, and celebrate the diversity of individuals, families, and school communities.
- 1.13 (ES) Examine and understand your own self-identity and how it fits with the identity of the family, school, and the local community.**
- 1.14 (ES)* Identify and explain the perspectives of racial, ethnic, and social groups in our community on local issues including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano/a, Latino/a, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups.¹**

¹ Throughout the K-5 standards, traditionally marginalized groups should include, women, people with disabilities, immigrants, refugees, seniors/elders, and individuals who are lesbian, gay, bisexual, or transgender.

FIRST GRADE, *continued*

SB664 Core Concepts	Oregon Social Science Standards
	<p>1.20 Identify and explain a range of issues and problems and some ways that people are addressing them.</p> <p>1.21 Identify ways that students can take informed action to help address issues and problems.</p> <p>1.21 *(ES) Identify ways that students can take informed action to help address issues and problems at school and/or in the community.</p>

What is community? What makes a community? Who makes up a community? What are some different communities I belong to? Who am I and what is my place in each community? What are my responsibilities as a member of the community? How do my responsibilities change in different communities?

What is a leader? What qualities make a good leader? What would make a bad leader? How do people become leaders? What responsibilities do leaders have? How do people hold leaders accountable? What is a participant, teammate, or citizen? What qualities make a good participant, teammate, or citizen? What would make a bad participant, teammate, or citizen? How do people become participants, teammates, or citizens? What responsibilities do participants, teammates, or citizens have? How are participants, teammates, or citizens held accountable for their behavior and/or actions?

What does it mean for something to be fair? How do you know when something is fair? Who taught you about fairness? What happens when something is unfair? How do you feel when something is unfair?

What is equity? What is equality? What is the difference between equity and equality? What does fairness have to do with equity and equality? What are some different needs that people in our school have? How do we meet these needs in the school? How do we make our school more fair and equitable?

What is race? What is ethnicity? What is culture? What is my race, ethnicity, culture? What are traditions? What traditions do I have in my culture? What are the different ways people can celebrate their culture? What traditions do people have in other cultures? How do other people in my community celebrate their culture? How does my culture and traditions make me feel part of a community? How can I respect other people's cultures and traditions? What holidays do different cultures celebrate? What holidays are celebrated in my classroom? What holidays do people get vacation for? Is that fair? Who determines the importance of different holidays? How can someone justify one holiday as being more important than another from a different religion? Why isn't there more equality around holiday knowledge?

What does diversity mean? How are people in our community different? What can I learn from people who are different from me?

SECOND GRADE

Conflict, justice, truth, reconciliation, community, and power

SB664 Core Concepts	Oregon Social Science Standards
<p>(b) Develop students' respect for cultural diversity and help students gain insight into the importance of the protection of international human rights for all people;</p> <p>(f) Enable students to understand the ramifications of prejudice, racism and stereotyping;</p> <p>(h) Provide students with a foundation for examining the history of discrimination in this state; and</p> <p>(i) Explore the various mechanisms of transitional and restorative justice that help humanity move forward in the aftermath of genocide.</p>	<p>2.1 *(ES) Compare personal point of view with others' perspectives when participating in rule setting and addressing issues of fairness.</p> <p>2.3 Evaluate how individuals, groups, and communities manage conflict and promote justice and equity. (Civics)</p> <p>2.4 Give examples of and identify appropriate and inappropriate use of power and its effect.</p> <p>2.4 *(ES) Give examples of and identify appropriate and inappropriate use of power and its effect in creating outcomes for diverse groups.</p> <p>2.16 Identify a variety of diverse individuals, groups, and circumstances that had an impact on the local community including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender). (History)</p> <p>2.16 *(ES) Identify the history and narratives of traditionally included and excluded individuals, groups, and circumstances, that impact the local community including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups.</p>

SECOND GRADE, *continued*

SB664 Core Concepts	Oregon Social Science Standards
	<p>2.17 (ES) Identify and describe community celebrations, landmarks, symbols from a variety of traditions and explain why they are significant to the cultural heritage of members of the community.</p> <p>2.21 Explain how people and events of the past influence the present.</p> <p>2.23 Describe the connection between two or more current or historical events.</p> <p>2.26 Use listening, consensus-building, and voting procedures to decide on and take informed action.</p> <p>2.26 *(ES) Use listening, consensus-building, and voting procedures to decide on and take informed action to interrupt injustice or promote justice in their community.</p>

What is power? Where do I see power? Who has power in my school? How do people get power? What is a leader? What can leaders do with power? How can leaders use power for good? How can leaders use power to harm others? What power do you have?

What is conflict? How or when can conflict be good? How or when can conflict be bad or harmful? What are some ways to address or fix a problem? Why is it important to listen to others when addressing a problem? What is compromise? When or why would you want to compromise with others? When or why would you not want to compromise with others?

What does it mean for something to be fair? How do you know when something is fair? Who taught you about fairness? Who determines what is fair? What happens when something is unfair? How do you feel? When something is not fair, what can you do to fix that? How do you feel if you decide to speak out against something you don't think is fair or just? What are ways that other people have addressed unfairness and injustice? How can you combat injustices?

How do you know you've done something wrong? Why is it important to apologize? How do you apologize? What is justice? What does fairness have to do with justice? What does power have to do with fairness and justice? Who defines "truth"? How do we know when justice has been achieved? Who are some people that have fought for justice and fairness? What are examples of things that are fair and unfair in our community?

THIRD GRADE

Othering, persecution, antisemitism/racism, resistance, and changemakers

SB664 Core Concepts	Oregon Social Science Standards
<p>(a) Prepare students to confront the immorality of the Holocaust, genocide and other acts of mass violence and to reflect on the causes of related historical events;</p> <p>(b) Develop students' respect for cultural diversity and help students gain insight into the importance of the protection of international human rights for all people;</p> <p>(d) Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat misinformation, indifference, and discrimination through tools of resistance such as protest, reform and celebration;</p> <p>(f) Enable students to understand the ramifications of prejudice, racism and stereotyping.</p>	<p>3.2 Describe the responsibilities of people in their community and state.</p> <p>3.3 Explain how a community relies on active civic participation and identify opportunities for student participation in local issues. (Civics)</p> <p>3.4 *(ES) Describe the use of stereotypes and targeted marketing in creating demand for consumer products.</p> <p>3.11 Describe how individuals, groups, (e.g. socioeconomic differences, ethnic groups, and social groups including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), events and developments have shaped the local community and region.</p> <p>3.11 *(ES) Describe how the inclusion or exclusion of individuals, social and ethnic groups, including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups, and other traditionally marginalized groups has shaped events and development of the local community and region.</p> <p>3.12 *Describe how the identity of the local community shaped its history and compare to other communities in the region.</p>

THIRD GRADE, *continued*

SB664 Core Concepts	Oregon Social Science Standards
	<p>3.14 Explain why individuals and groups (e.g. socioeconomic, ethnic, and religious groups, and other traditionally marginalized groups) in the same historical period differed in the way they viewed and interpreted historical events</p> <p>3.17 Use a variety of historical sources including artifacts, pictures, and documents to identify factual evidence.</p> <p>3.18 Identify and compare different ways of looking at an event, issue, or problem with an emphasis on multiple perspectives.</p> <p>3.18 *(ES) Identify how systems of power, including white supremacy, institutional racism, racial hierarchy, and oppression affect the perspectives of different individuals and groups when examining an event, issue, or problem with an emphasis on multiple perspectives.</p> <p>3.19 Analyze different ways that people, other living things, and the environment might be affected by an event, issue, or problem.</p>

What is an identity? How does an individual's or a group's identity impact the way they view and interpret historical events?

What factors influence how we perceive ourselves and others? What is a stereotype? In what ways do "single stories" impact our own identities, how we view others, and the choices we make? How do stereotypes influence how we look at and treat others? How, when, and why does stereotyping escalate to prejudice and discrimination? How does power affect how we view and treat people?

Why do people form groups? What are the benefits and drawbacks to having groups? How does a group determine who belongs and who does not? What does it mean to belong? What does it mean to be excluded? How does a person know if they belong? How are people treated if they belong? If they are excluded?

What is prejudice? What is discrimination? How do people experience prejudice and discrimination? What is race? What is racism? What is antisemitism? How do ideas about race affect how we see others and ourselves? How do prejudice, racism, and stereotyping shape and impact communities? How do prejudice, racism, and stereotyping limit a person's or group's opportunities?

What is resistance? Why would people resist? What were some things people resisted in the past? What are some ways people have resisted in the past? What are some things that people are resisting now? What are different ways people can resist when they see something wrong? What factors contribute to the way people resist? Consider age, gender, skin tone, ethnicity, sexual orientation, class, resources available, freedom, immigration status, etc. What actions can we take (locally) to combat prejudice, racism, and discrimination?

FOURTH GRADE

Oppression, persecution, and destruction (physical and cultural) of groups and community, resistance to oppression, persecution, and destruction, and more than victims

SB664 Core Concepts

- (a) Prepare students to confront the immorality of the Holocaust, genocide and other acts of mass violence and to reflect on the causes of related historical events;
- (b) Develop students' respect for cultural diversity and help students gain insight into the importance of the protection of international human rights for all people;
- (e) Provide students with opportunities to contextualize and analyze patterns of human behavior by individuals and groups who belong in one or more categories, including perpetrator, collaborator, bystander, victim and rescuer;
- (f) Enable students to understand the ramifications of prejudice, racism and stereotyping;
- (g) Preserve the memories of survivors of genocide and provide opportunities for students to discuss and honor survivors' cultural legacies;

Oregon Social Science Standards

- 4.1 *(ES) Investigate **how the establishment**, organization, and function of the Oregon government, **its Constitution and its laws enforced and/or violated democratic conceptions of equity and justice for individuals and groups including Native Americans, African-Americans, Asian-Americans, and other immigrant groups.**
- 4.2 Explain how Oregon achieved statehood and identify the stakeholders involved. (Civics)
- 4.3 Analyze how wealth and scarcity connect to personal, community, regional, and world resources. (Economics)
- 4.4 *(ES) **Examine the consequences of power and privilege on issues associated with poverty, income, and the accumulation of wealth.**
- 4.7 Explain the interactions between the Pacific Northwest physical systems and human systems, with a focus on Native Americans in that region. (Geography)
- 4.10 *(ES) Identify **political, economic, cultural and physical conflicts, including genocide**, involving the use of land, natural resources, economic interests, competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon's different geographical areas **and people groups who lived in those areas.**
- 4.11 *(ES) **Understand the impact and legacy of colonialism on marginalized communities and describe the decisions made to shape the human(e.g., tribal, cultural, agricultural, industrial, etc.) and physical geography (dams, wind turbines, climate change, transportation, etc.) and its effect on Oregon's environmental sustainability.**

FOURTH GRADE, *continued*

SB664 Core Concepts

- (h) Provide students with a foundation for examining the history of discrimination in this state; and
- (i) Explore the various mechanisms of transitional and restorative justice that help humanity move forward in the aftermath of genocide.

Oregon Social Science Standards

- 4.11 Analyze the distinct way of knowing and living amongst the different American Indian tribes in Oregon prior to colonization, such as religion, language, and cultural practices and the subsequent impact of that colonization. (History)
- 4.12 * (ES) Analyze the distinct way of knowing and living amongst the different American Indian tribes in Oregon prior to colonization, such as religion, language, and cultural practices and the **impact of acculturation and the ongoing perseverance and exercise of tribal sovereignty of Native Americans.**
- 4.13 *(ES) **Identify and explain how discrimination based on race, gender, economic, and social group identity created and continues to affect the history, growth, and current experience of residents of Oregon.**
- 4.14 *(ES) **Give examples of how early non-American Indian explorers and settlers in Oregon changed Oregon's agriculture, settlement patterns, industrial, political, and business development over time, and its impact on the people of the state including people of different socioeconomic status, racial/ethnic groups, religious groups, and other traditionally marginalized groups.**
- 4.12 Explain how diverse individuals, groups (including socioeconomic differences, ethnic groups, and social groups and including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups), and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), circumstances and events influenced the early growth and changes in Oregon (including, but not limited to fur trappers, traders, Lewis and Clark, pioneers and westward movement).(History)

FOURTH GRADE, *continued*

SB664 Core Concepts	Oregon Social Science Standards
	<p>4.13 Give examples of changes in Oregon’s agricultural, industrial, political, and business development over time, and the impacts on the people of the state (including people of different socioeconomic status, ethnic groups, religious groups, and other traditionally marginalized groups). (History)</p> <p>4.14 Examine the history of the nine federally recognized Oregon tribes. (History)</p> <p>4.17 *(ES) Create and evaluate timelines exploring the relationships among the people, events, and movements of resistance and justice in Oregon.</p> <p>4.23 Explain individual and cooperative approaches people have taken, or could take in the future, to address local, regional, and global problems, as well as predict possible results of those actions.</p>

What does it mean to be a settler? What were the goals of settlers moving to Oregon? How did they view the Native communities? What factors contributed to the way they viewed Native communities? How did settlers treat Native communities? What were the immediate and long term impacts of settlers to Oregon? How did settlers disrupt and destroy Native communities? Where are Native communities located in Oregon today? How do we remember and learn history? How do we remember and celebrate Oregon’s “birthday”? How does the past influence and impact the present? How is settler colonialism still a modern day practice?

How did race and discrimination shape the founding of Oregon? In what ways have discriminatory practices remained the same, changed, or adapted over time? In what ways did Oregon’s laws create “in” groups and “out” groups? How did this contribute to discriminatory practices? Do you think Oregon is doing better today? Why or why not? What else can be done to change the harm that was established in the past?

How, when, and why does stereotyping escalate to prejudice and discrimination? How can a person or people challenge stereotypes and confront prejudice and discrimination? What can you do if you are faced with someone discriminating against you? What can you do to help a friend if they tell you they are being discriminated against? What do you do if you witness discrimination? What is an upstander? What is a bystander? What factors contribute to someone choosing to be a bystander or an upstander?

What methods, tools, or actions have been taken and continue to be used to try and resist discriminatory practices and policies? Who has access, opportunity, and/or power to reform discriminatory practices and policies? How do we make these changes and reforms?

FIFTH GRADE

Human rights, responsibility to protect, and Holocaust through the lens of children

SB664 Core Concepts

- (a) Prepare students to confront the immorality of the Holocaust, genocide and other acts of mass violence and to reflect on the causes of related historical events;
- (b) Develop students' respect for cultural diversity and help students gain insight into the importance of the protection of international human rights for all people;
- (d) Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat misinformation, indifference, and discrimination through tools of resistance such as protest, reform and celebration;
- (e) Provide students with opportunities to contextualize and analyze patterns of human behavior by individuals and groups who belong in one or more categories, including perpetrator, collaborator, bystander, victim and rescuer;
- (f) Enable students to understand the ramifications of prejudice, racism and stereotyping;

Oregon Social Science Standards

- 5.1 Analyze how cooperation and conflict among people contribute to political, economic, religious, and current social events and situations in the United States. (Civics)
- 5.2 Summarize and critique how colonial and new states' governments affected groups within their population (such as citizens, enslaved peoples, foreigners, nobles, religious groups, women, class systems, tribes).
- 5.2 *(ES) **Examine** and critique how colonial and new states' governments **established, limited or denied rights and responsibilities of specific groups and individuals** with particular attention to, citizens, enslaved peoples, foreigners, nobles, religious groups, women, class systems, tribes.
- 5.4 *(ES) **Identify the mechanisms of power and the principles of democracy found in the ideas and laws of the founding documents of the U.S. Government.**
- 5.6 *(ES) **Examine the significance of the slave trade in among and between the N. American colonies, Europe, Asia, and Africa.**
- 5.10 *(ES) **Identify and** analyze the implications **and cultural ramifications for Native American Tribes** of the movement of people, goods, ideas, and cultural patterns **to what became** the United States, considering past, present, and future trends.
- 5.13 Describe how natural and human-events in one place affect people in other places.
- 5.16 Explain the religious, political, and economic reasons for movement of people from Europe to the Americas, and analyze the multiple perspectives of the interactions between settlers and American Indians. (History)

FIFTH GRADE, *continued*

SB664 Core Concepts	Oregon Social Science Standards
(g) Preserve the memories of survivors of genocide and provide opportunities for students to discuss and honor survivors' cultural legacies;	<p>5.21 Identify issues related to historical events to recognize power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other traditionally marginalized groups in the modern era (bias and injustice, discrimination, stereotypes). (History)</p> <p>5.21 *(ES) Identify the scope and explain the significance of the enslavement of Indigenous Peoples and Africans in the establishment of North American colonies.</p> <p>5.22 *(ES) Examine how the decisions of those in power affected those with less political/economic power in past and current movements for equality, freedom, and justice with connections to the present-day reality.</p> <p>5.24 *(ES) Use primary and secondary sources to formulate historical questions and to examine multiple accounts or perspectives of a historical issue or time.</p> <p>5.25 *(ES) Develop an understanding of why individuals and groups from various ethnic and religious and traditionally marginalized groups during the same historical period, differed in their perspectives of events, laws/policies, or movements in the United States.</p> <p>5.28 Propose a response or solution to an issue or problem, utilizing research, to support the position.</p>

What is discrimination? What are different ways people can experience or perpetuate discrimination? How do we recognize discrimination? What can we do when we recognize discrimination is taking place? How can we call out discrimination? Who do we tell and what can we do in the moment?

What are human rights? What rights should every individual be entitled to? How do people value/respect the rights of others? Why would someone not value the rights of others? What happens when people don't value the rights of others? What factors influence the extent to which we feel an obligation to help others and protect their rights? How does the way we view others influence our feelings of responsibility toward them? Who do you feel responsible for protecting? How might that change based on certain situations? What is the difference between power and authority? What is the relationship between power and authority? What power do you think children have? What are some possible ways youth can use power to help protect others?

FIFTH GRADE, *continued*

What is antisemitism, and how has it impacted Jews in the past and today? What does it mean to be oppressed? Why are people indifferent to the oppression of others? How do we work from a society focused on I to a society focused on we?

What was the Holocaust? How did racism and antisemitism contribute to the Holocaust? Why is it important to confront the brutality of this history? How were children affected by the Holocaust? How did the Nazis attempt to enlist young people in their efforts to create “in” groups and “out” groups in German society in the 1930s? How did young people respond to these attempts? What were the consequences for young people who were excluded from the Nazi vision for a “national community”? What is the role of education in preparing young people for their role as citizens? What are the consequences when a “single story” is used to learn about a group of people? How can we better understand Jewish people beyond their experiences during the Holocaust?